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ABSTRACT

In January 1990, the League of Women Voters (LWV) Education Fund launched a 2-year national project to increase the availability of affordable, quality school-age child care for low and moderate income families. As part of this national project, local LWVs implemented model projects with one or more of the following activities: (1) increasing the supply of available school-age child care spaces; (2) improving the quality of existing programs; (3) securing funding for program operating expenses or tuition scholarships; and (4) providing community education on the importance of school-age child care. This guide contains profiles of 15 local projects. An analysis of the projects explains the impact of strategies used in the projects on the quality of child care. The analysis also considers project funding, community education, and populations served. Project evaluations indicated that the ability to recruit and retain well-trained staff had a direct effect on the success of the project, and a 2-year period was required to build a coalition of community groups that would last beyond the initial impetus of outside funding. Lists of steps to follow in starting or expanding a school-age child care program, resources relevant to child care, and organizations involved in child care issues are appended. (SM)

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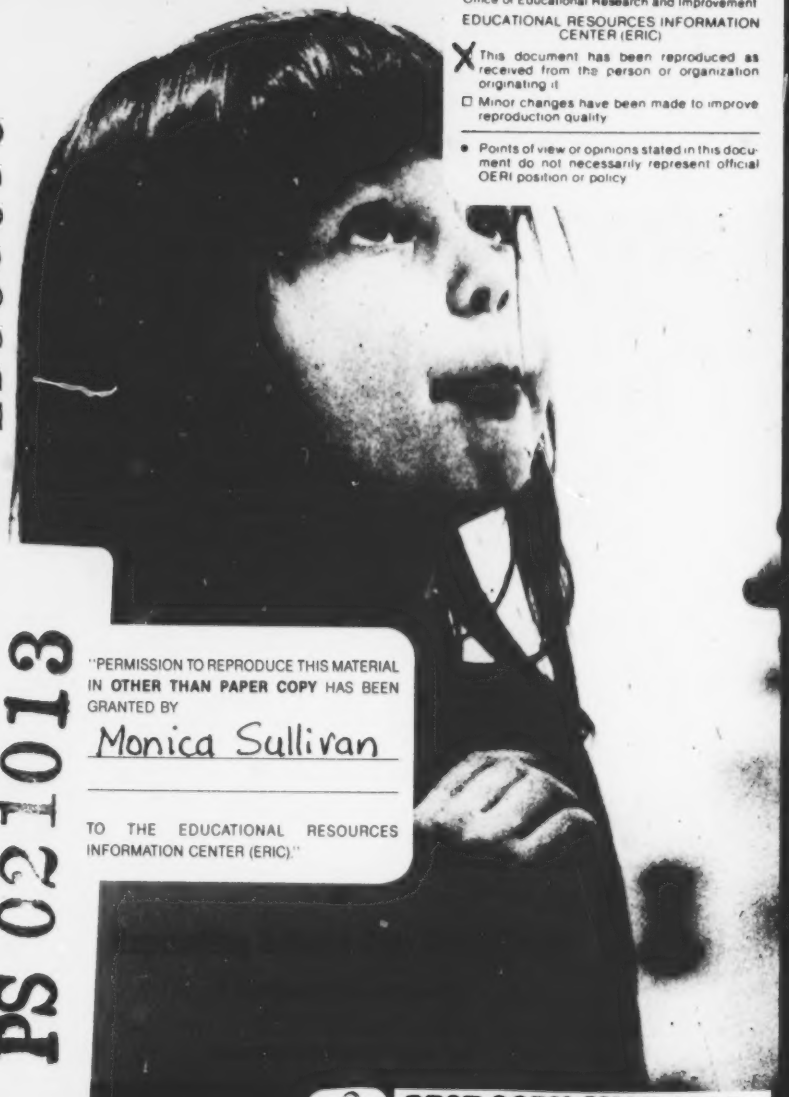

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Expanding School-Age Child Care:

A Community Action Guide

League of Women Voters Education Fund

Cover photograph by Doug Loneman

The LWVEF School-Age Child Care Project was made possible by grants from:
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Expanding School-Age Child Care: A Community Action Guide

The League of Women Voters Education Fund (LWVEF) presents *Expanding School-Age Child Care* as part of its School-Age Child Care (SACC) Project. The two-year project was launched in January 1990 to enable local Leagues of Women Voters to increase the availability of affordable, quality school-age child care for low- and moderate-income families.

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This publication was written by Yael Schy, LWVEF Director of Social Policy, Joe Oosterhout, LWVEF Project Assistant, and Fern Marx, Research Director at the School-Age Child Care Project, Wellesley College Center for Research on Women. The publication was edited by Monica Sullivan, Director of Publications. Barbara McCormick, LWVEF Trustee, provided oversight for the School-Age Child Care Project; supervision was provided by Mary N. Stone, Director of Research and Citizen Education, and Marlene Cohn, Senior Manager. Technical assistance and project evaluation were provided by the School-Age Child Care Project staff of the Wellesley College Center for Research on Women.

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Introduction

Every day, in widely diverse neighborhoods throughout the country, children spend their before or after school hours in empty homes, without adult supervision. We know these young people as "latchkey" children, and their numbers are steadily increasing.

Who Are the Latchkey Children?

Approximately 75 percent of children between the ages of 5 and 14 live in families where all adults work outside the home, many of them full-time. As the numbers of single-parent and dual-worker families climb, it is now the exception, not the norm, for school-age children to have a parent available to provide supervision and companionship when school is out.

Estimates of the number of latchkey children vary. The U.S. Census Bureau reported in 1987 that 7 percent of 5-13 year-olds, or 2.1 million children, were in "self-care." The Children's Defense Fund, a national children's advocacy organization, estimated in 1989 that there were as many as 16 million latchkey children in this country.

The Latchkey Experience

A generation ago, some children of working parents were left on their own to play with siblings or neighbors, but usually at least one responsible adult was available at home or down the street. That is not the norm today.

Today, many children spend hours in fear or boredom, often glued to the television set—time that could be productively filled with creative play and new experiences.

Although researchers only recently began exploring the effects of the latchkey experience, child care specialists have found that children left on their own or in the care of a sibling tend to be more fearful and less socially developed because they do not play with other children after school. Educators also have warned about the detrimental effects that extensive television viewing (four hours or more per day) can have on children. Yet many parents are forced to use television sets as babysitters. Even more worrisome, unsupervised children are more likely to be the victims of accidents, the leading cause of death among children.

Some people believe that self-care can be a positive experience—particularly for older children—because it fosters autonomy and independence. But evidence is growing that self-care can be harmful. Even if only a fraction of latchkey children suffer developmental, health or educational problems—they represent a large and growing number.

Self-care also can have a negative impact on communities if unsupervised youth turn to vandalism or other antisocial behaviors. And because parents of latchkey children often are distracted or worried while on the job, self-care can have a detrimental effect on productivity in the workplace.

A Safe Place to Go

In response to these concerns about the well-being of latchkey children, specialists have suggested a number of solutions. One approach is to design programs that support children in self-care, such as booklets or courses on "survival skills," or hotlines that children can call to speak to an adult when necessary. Organized school-age child care programs provide adult supervision and care for children before and after school, and during summer vacation and holidays.

School-age child care programs can be located at community centers, public parks, schools, churches and synagogues, or in private homes. A wide variety of providers—including YMCAs and other youth organizations, for-profit or nonprofit child care centers, public and private schools, local governments, family day care providers, religious institutions and parent groups—administer school-age programs. Many programs operate as partnerships, often with a school serving as host to a community agency. Most children attending school-age child care programs are between the ages of 5 and 10, although some programs have been targeted to adolescents.

Quality and Cost

Experts emphasize the need for quality in school-age child care. A well balanced program should be neither merely organized babysitting nor an extension of the academic school day. Yet, too often programs are not funded well enough to provide high quality care. Managers struggle to keep programs affordable, but low cost programs sometimes sacrifice quality. Indications of poor quality include high child-staff ratios, inadequate space, little or no staff training, lack of stimulating activities and the constant staff turnover that results from low wages and benefits.

Although such programs provide some protection to children who could otherwise be home alone or "hanging out" elsewhere, they fail to meet children's needs for positive experiences that reinforce self-esteem and stimulate social and intellectual development. School-age children "vote with their feet"—if a program is not "fun," they simply won't go.

However, quality programs do cost more to run, often creating another difficult barrier. Some programs are not fully enrolled because they are not affordable for the low- and middle-income families that most need them. Many communities cannot provide sufficient tuition scholarships to allow these families to participate.

In small towns, rural areas and low-income, inner-city neighborhoods, there may be little or no available school-age child care. Two major factors contribute to this unmet need: a lack of public awareness about the benefits of before- and after-school care, and insufficient public funding to start and sustain a quality program. As a result, low- to middle-income communities, unable to support self-sufficient programs that rely solely on parent fees, severely lag behind affluent suburbs in building and expanding school-age child care opportunities.

In an era of cuts in school budgets and youth recreation programs, communities may need to pool their resources and create partnerships to provide quality school-age child care that is both affordable and accessible. Funding for school-age child care comes from a variety of sources: local, state or federal government, private foundations, corporate or individual donations, United Way, religious or community service organizations, and parent tuition fees.

Addressing a Critical Need

In recent years, Americans have become more aware of working parents' need for infant and preschool care, and now recognition is growing that families' child care needs do not end when children start school. But no single group in our society—parents, teachers, school administrators, youth recreation workers, child care providers, or public officials—has taken the lead in ensuring that school-age children are appropriately cared for in their nonschool hours.

Child care has been a priority issue for the League of Women Voters since 1988. Recognizing school-age child care as a particularly unmet need, the League of Women Voters Education Fund (LWVEF) launched a two-year national project (January 1990-December 1991) to enable local Leagues to increase the availability of affordable, quality school-age child care for low- and moderate-income families.

A combination of federal government and private foundation grants provided funding for the project. The School-Age Child Care Project of the Wellesley College Center for Research on Women, whose staff is recognized among the nation's foremost school-age child care experts, worked with the LWVEF as technical advisors.

Fifteen local Leagues received community education grants from the League of Women Voters Education Fund. Each League began by assessing its community's school-age child care needs. Local project managers attended a national training conference conducted by the Wellesley College staff in April 1990 and then returned home to develop and implement one-year model projects in one or more of four areas:

- increasing the supply of available school-age child care spaces;
- improving the quality of existing programs;
- securing funding for program operating expenses or for tuition scholarships;
- community education on the importance of school-age care.

This *Community Action Guide* is a product of the League's School-Age Child Care Project. It is designed to assist groups interested in creating and implementing school-age child care programs that specifically meet the needs of their communities. It is hoped that the guide will expand the reach of the LWVEF project by helping local Leagues and other organizations learn from the experiences of the 15 demonstration sites.

School-age child care is everybody's concern—men and women, parents and those without children, working people and their employers. Communities have to pull together a variety of resources to meet the needs of children and their families. Local volunteers can play an important role in this process. As the following case histories of local efforts illustrate, with a little money and a lot of dedication, community organizations can help to alleviate the shortage of affordable, quality school-age child care in this country.

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Case Histories:
Local League Projects In Brief

The LWV of Ashtabula County, Ohio conducted a model school-age child care project at an elementary school, the first school-based program in the county. The League raised funds from local businesses and individuals to provide subsidized arts enrichment activities, sponsored a regional workshop for educators on the need for affordable, quality school-age child care, and developed a brochure and slide presentation to acquaint working parents and the public with the project. Due to the success of the model program, the school district is considering applying for a state grant to start a similar program at a second elementary school.

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The LWV of the Bozeman Area, Montana developed a pilot after-school enrichment program at a local elementary school—also the first public school-based child care program in the community. The League established a scholarship fund to allow children from low- and middle-income families to attend the program and raised money to continue program operation through a second school year. The League also helped expand the program to two additional sites in the community and one in a neighboring area. To increase community awareness of the availability of quality school-age child care programs, the League printed a brochure for parents on existing programs.

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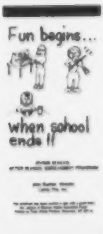

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The LWV of Braintree, Massachusetts explored a family day care model for after-school and summer care in private homes for children aged 9-14. The League recruited and trained providers, educated the community about the need for care for older children and raised some funds for tuition scholarships. However, the League found that the family day care setting was not successful in attracting children in this age group, particularly because existing center-based programs were already underenrolled, due to high unemployment in the area. The League subsequently redesigned the project to assist three existing center-based programs in program development and staff training specifically geared towards serving older school-aged children.

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The LWV of Capistrano Bay Area, California focused on the need for school-age child care among the area's growing Hispanic population. The League raised funds to establish a fully subsidized, after-school club program for children in grades 4 to 6 at a school with a large Hispanic population. The children actively participated in the club's operation. Program announcements were published in both English and Spanish, and a bilingual club director was hired. The League also educated the community about the importance of school-age child care, through speaking to PTAs and service clubs, testifying at public forums, and publicity in newspapers and on cable television. The program has been expanded to a second elementary school site, and funds were secured from private and government sources to continue both sites through a second school year.

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The LWV of Metro Columbus, Ohio created an almost completely subsidized after-school child care program at a racially diverse, economically disadvantaged middle school, the first such program in the area. To increase the project's effectiveness, the League developed partnerships with existing youth organizations, formed a community advisory group to seek additional funding and sought city and local foundation grants for the program. Through the media, local leaders and a network of child care organizations, the League also educated the community about the need for care for older school children.

The LWV of Enid, Oklahoma launched a media campaign to raise local awareness of school-age child care issues and to encourage the expansion of programs to accommodate more children. The campaign included newspaper ads, public television programs, community forums, educational tours of successful school-age sites in neighboring areas, informational flyers, a speaker's bureau and a resource library. With additional funding from the League of Women Voters of Oklahoma, the Enid League produced a video on school-age child care issues for use in the media campaign. The League also helped form a community coalition, which sponsored a training conference for child care providers. As a result of these efforts, enrollment in existing programs increased, and six new public school-based child care programs were begun.

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The LWV of Highland Park, Illinois helped the local Park District establish the community s first self-supporting, school-based child care program specifically designed to address the needs of low-income and Hispanic families. The League conducted two cross-cultural training workshops for providers and offered educational scholarships to selected school-age child care staff. The League also organized an independent, community scholarship fund to provide school-age care for low- and moderate-income families, and distributed application forms in English and Spanish.

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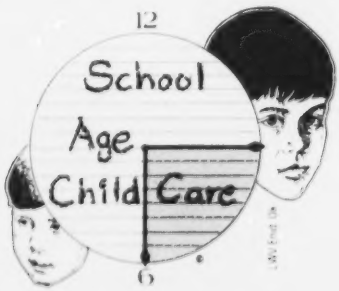

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The LWV of Moscow, Idaho, which serves a rural community with few school-age child care programs, raised public awareness by conducting a local survey on the need for school-age care, and publishing a report based on the results. The League also successfully pushed for the establishment of a Mayor's Task Force on School-Age Child Care of city, school district and University of Idaho officials, and provided the staff support. The task force will adopt an "action plan" for creating and funding new school-age child care opportunities in Moscow. The League received matching grants from the city and from the state of Idaho to help fund the action plan.

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The LWV of Nashville, Tennessee responded to parents' dissatisfaction with existing school-age child care programs by organizing a task force to recommend ways to improve the quality of care in the area. Through the task force, the League offered scholarships to enable providers to participate in a national accreditation process. The League also created a model school-age child care center by funding the enhancement of an existing elementary school-based program. The center will provide technical assistance to other programs and serve as a community resource for providers.

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The LWV of Newark, New Jersey established an independent, areawide coalition of school-age child care providers as a vehicle for networking and raising community awareness about the need for quality care. The League also received a grant from the state to conduct a training conference for school-age child care providers and to publish a directory of available programs. The coalition received an additional state grant to create a School-Age Child Care Resource Center.

The LWV of Norfolk/Virginia Beach, Virginia found that existing school-age child care programs in Norfolk were underused. The League raised community awareness about local programs by compiling and distributing a resource guide for parents and a companion poster. The League also designed and conducted a parent needs survey at three elementary schools, produced a video on the importance of school-age care to be broadcast locally and distributed throughout the schools, coordinated a coalition for school-age child care professionals, and organized a training forum for nonprofit providers. These efforts resulted in the creation of two new, elementary school-based programs.

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The LWV of the Pasadena Area, California launched a major fundraising campaign to provide start-up costs, enrichment activities and scholarships for school-age child care programs, successfully raising substantial funds from the city and the county and private foundations. The League also created a demonstration project by funding arts enrichment activities for an existing, elementary school-based child care program and worked to strengthen a community coalition for school-age care. As a result of the League's fundraising and networking efforts, three additional program sites for low-income, primarily minority children were started, in collaboration with a private, nonprofit provider group. The League plans to continue its fundraising activities on behalf of school-age child care.

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The LWV of the Shoals, Alabama developed a plan for school-age child care in a community that currently has no school-based programs. The League began by conducting a needs survey of elementary school parents and establishing a task force of local teachers and school administrators to visit programs in nearby communities. The League also convened a focus group of community leaders, created a "Kids' Council" of student representatives from each of the six public elementary schools and held a public forum to educate the community and make recommendations for the future. The League compiled a report based on the recommendations of these groups and presented it to city and school officials. It also produced a video about the project activities that will be made available to other communities. In addition, the League dedicated a portion of its grant money to start a community scholarship fund for school-age care.

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The LWV of Washington County, Maryland, a rural area near metropolitan Washington, DC, found that, according to a 1990 child care needs assessment by the county, many families in need of care lacked information on available programs and resources. The League compiled and published a community child care directory. Copies of the directory were delivered to community agencies serving low- and moderate-income families for distribution to parents. A newly formed area child care resource center agreed to update the directory periodically and to make the information available to county residents through a computerized child care referral program.

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The LWV of Weber County, Utah helped implement a new child care program in a low-income, inner-city elementary school, creating the first school-based program in the county. The League raised scholarship funds for the program from area businesses and educated community leaders about the need for additional programs. Due to the success of this pilot program, Utah State University started two more programs in elementary schools in Weber County, and one in a neighboring county. The League published a "how-to" booklet for organizations throughout the state on the basics of starting and maintaining school-age child care programs. The League also published a resource guide for parents and established a child care information and referral service in the county library.

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Analysis Of Projects

A total of 15 local Leagues participated in the League of Women Voters Education Fund (LWVEF) School-Age Child Care Project. Eight Leagues were awarded grants of $7,500 and seven Leagues received grants ranging from $1,000 to $5,500 each. The one-year, demonstration projects began in fall 1990.

A major focus was to aid Leagues in improving the quality of the school-age child care available in the community.

As part of the application process, each League was required to provide information on community demographics, the current supply and cost of school-age child care, the demand for such care and barriers to the expansion of school-age child care in the area. In selecting the 15 projects, the LWVEF's goal was to achieve a balanced distribution by geographic region, project model or approach used, proposed care site (community, family, or school-based), and target population (elementary school or middle school). All of the projects were directed to focus as much as possible on serving children from low- and moderate-income families. Several targeted services to minority populations.

Initial training for participants in the LWVEF School-Age Child Care Project was provided at a two-day training conference in April 1990 in Wellesley, Massachusetts. Each participating League sent two members to the conference. For the eight Leagues that received the maximum grant, technical assistance site visits were conducted by staff of the Wellesley School-Age Child Care Project and the LWVEF. Additional technical assistance through telephone contact was provided to all 15 projects. While the technical assistance covered the range of project activities, a major focus

was to aid Leagues in improving the quality of the school-age child care available in the community. In several instances, the site visits generated additional local publicity for the League projects.

Project managers were required to evaluate their progress and to redesign project activities as necessary. They also were asked to identify an individual in the community to serve as an outside observer to help evaluate the project.

Project Models

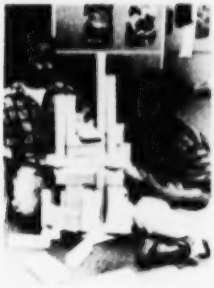
The Leagues were asked to design their projects based on one or more of the following models:

- building or increasing the supply of care to accommodate more children.
- improving the quality of existing programs.
- securing funding for operating programs or for tuition scholarships.
- initiating community education activities on the importance of school-age care.

Most of the Leagues incorporated more than one of these approaches into their projects. All 15 Leagues sponsored some form of community education, 13 focused on building child care availabilty, nine raised money and eight worked to improve the quality of existing programs.

Supply

Increasing supply was a prime goal of the LWVEF projects. Each of the initial needs assessments conducted by the local project managers revealed that the supply of available school-age child care was insufficient to meet the demand. The need to focus on supply was particularly important in those communities with little or no existing school-age child care.



For example, each of the projects in Ashtabula, Ohio; Bozeman, Montana; and Weber County, Utah started the very first public school-based child care program in the area. In all three communities, the Leagues had to deal with some initial resistance among community leaders to the concept of involving the public school districts in after-school care. However, through publicity and community education, the Leagues were able to document the success of the pilot programs and demonstrate the need for school-based care.

In addition, by working in collaboration with other community organizations such as Campfire, Inc., 4-H, city recreation departments, local arts centers and local universities, the project managers were able to alleviate the concerns of school officials that they might be expected to take on the full responsibility of running the programs.

All three Leagues were successful in ensuring that the pilot programs would continue beyond the initial project year and also in influencing their communities to expand the programs to additional sites. In Bozeman, the number of children served in all school-aged child care programs was increased by about 50 percent, and the establishment of the Weber County program doubled the number of available spaces.

Several other League projects also were instrumental in encouraging the opening of new school-age child care sites in their communities, even though it was not their main objective. The Norfolk, Virginia League conducted parent surveys at three elementary schools. The results made parents aware of existing services and played a key role in encouraging the YWCA to start new child care programs in those schools.

The success of the Pasadena, California project in raising additional funds to support programs and the interest generated by the League activities led to the opening of three new sites. A total of 250 new spaces were created, representing an increase of 50 percent in school-based programs in the community.

Quality

Several Leagues found that the quality of school-age child care programs was a major concern in their communities. Since parents want their children to be in a stimulating environment, poor quality programs often are under-enrolled. One key way to improve quality in school-age care is through staff training and support. Two League projects chose quality enhancement as their primary focus.

In response to community dissatisfaction with the quality of existing school-age child care, the Nashville, Tennessee project undertook to develop a model program to provide technical assistance to other programs in the community. The project also provided scholarships to school-age child care providers to pay the application fee for the National Association for the Education of Young Children s professional accreditation process.

The enhancement of an existing school-age child care program into a model program included renovating the facility, hiring a new director and creating a community resource

center. After the improvements were made, the program held an open house that was attended by about 100 people. The scholarship program for accreditation also was extremely successful, with grants awarded to seven school-age programs. Recipients included for-profit centers, church programs, and nonprofit programs such as the YMCA. The fact that all licensed school-age programs in the area received applications for the accreditation scholarships drew attention to the importance of quality care.

The Newark, New Jersey League focused on increasing the quality of school-age care by establishing a School-Age Child Care Coalition broadly representative of the community, holding training conferences for providers, producing a directory of available resources and raising community consciousness of the need for quality care. The project was very successful on all counts. More than 25 community groups belong to the coalition, including school-age child care providers, as well as agencies such as the Girl Scouts and the public library. The coalition held a training conference for about 60 providers in fall 1991.

Because of interest by providers in the greater Newark metropolitan area, the coalition expanded its geographic range and became the Greater Newark School-Age Child Care Coalition. Throughout the project, the League acted as a catalyst, seeking out new participants and encouraging providers to take a leadership role.

The coalition also was successful in obtaining a mini-grant from the New Jersey Dependent Care Block Grant program to develop a Resource Center in space donated by the Newark Office of Children. The coalition is seeking corporate funding to maintain a part-time staff person. The publication of a directory of available services was especially effective in increasing community awareness of school-age child care and in encouraging providers to begin to network with each

other. The information gathered for the directory also helped the coalition identify providers' training needs and materials to include in the Resource Center.

Many other Leagues' project activities—from attending and participating in local and statewide coalitions to publication of "how to" books and local resource directories—had a positive impact on the quality of care.

For example, the Weber County, Utah League published a booklet on the basics of establishing a school-age child care program, which was distributed to communities throughout the state. In Enid, Oklahoma, the League helped form a School-Age Child Care Coalition, which put together an "Advocates for Children Conference" for all child care providers—the first such conference held in northwest Oklahoma. More than 70 workshops were attended by 300 participants. The coalition also received support for the conference from a long list of local sponsors, including the Enid public school district, which provided seed money.

Although the primary goal of the Pasadena, California project was to increase the funding base for school-age child care, its second objective was to improve quality through enrichment activities. The project funded such activities at a new model school-age child care program through City-Wide Arts, a group that provides multicultural experiences for children in art, music, theater and dance. In addition, an agreement was reached with the Armory Center for the Arts to provide a program that integrated story-telling with the writing and production of books by the children, and to provide opportunities for children to attend special shows at the art center.

Funding

Since the overall goal of the LWVEF School-Age Child Care Project was to increase the availability and affordability of quality care for low- to moderate-income families, raising funds was important for many of the local projects. Nine projects included some type of fundraising effort—either for start-up and operating funds for new programs or for scholarship funds for children from families unable to pay full fees.

The success of each project must be measured against the existing resources in each community. For example, the Pasadena project raised a significant amount of scholarship funds ($60,000) in a community with a high level of interest, knowledge and school-age resources. For a small community such as Moscow, Idaho, with few resources for school-age child care, winning small matching grants of $4,000 from the state and $2,000 from the city to help fund local planning was a major accomplishment.

For some projects, the amount of money raised was less important than the establishment of ongoing community mechanisms for raising and administering funds. In several instances, increased community awareness and interest in school-age child care resulted in increased tax levies and grants to the community for additional school-age resources.

LWV Norfolk, Virginia

The Leagues were notably successful in securing federal Dependent Care Block Grant (DCBG) funds for their projects or for other programs in the community. The projects in Enid, Oklahoma; Highland Park, Illinois; and Newark, New Jersey all obtained DCBG grants, which are administered by the states. In addition, the Leagues in Pasadena and Capistrano Bay, California received Community Development Block Grant funds to support their projects.

The League projects in Pasadena, California and in Highland Park, Illinois, which focused specifically on securing funding, were successful in meeting their goals.

The Pasadena League worked to identify new sources of revenue for the expansion and enrichment of school-age child care services. The League used some of its grant funds to hire a fundraising consultant, who helped to make the project successful. More than 100 potential new funders were identified. Eight new proposals were written and submitted, of which seven were funded for a total of $60,000.

The League's ability to tap existing community resources greatly contributed to the project's success. The initial program was supported by start-up funds from the County of Los Angeles. The City of Pasadena then provided start-up costs and scholarship support for three new programs under contract with Stone Soup, a nonprofit management organization. The Pasadena Unified School District provided the sites, personnel services, maintenance and liability coverage. Additional support was received from Citywide Arts and from private foundations. The Pasadena area's School-Age Child Care Coalition also contributed to the success of this project. The coalition, which predated the League project, was strengthened as a result of the project and was able to wield real political clout in the community.

The Highland Park project focused on the development of a scholarship fund to assist low-income families in need of school-age child care. The original goals were to secure community support for at least five full scholarships ($7,500), to be administered on a sliding scale, and to develop a streamlined financial aid application process. The most successful part of the project was the establishment of a community-wide School-Age Child Care Fund. A broadly based group was recruited to serve as the board of directors of a new, independent, nonprofit corporation to raise scholarship funds. The School-Age Child Care Fund Board developed procedures, eligibility criteria for financial assistance, application forms and plans for continued fundraising. The board was successful in raising $7,550 for scholarships to add to the $1,500 provided by the LWVEF project grant.

The School-Age Child Care Fund Board and the eligibility criteria for scholarship assistance set the League's model after-school care site apart from other programs administered by the Park District. The model program is specifically designed to provide care for children from low- and moderate-income families where both parents work or where there is a single head of household. Like the Pasadena project, the Highland Park project hired a fundraising consultant who developed a generic grant proposal and lists of foundations to approach for funding.

Two League projects—in Capistrano Bay, California and in Columbus, Ohio—set out to raise enough money to provide full or nearly full tuition scholarships for their model school-age child care programs, which were targeted to serve children in very low-income areas.

The League in Capistrano Bay, California sought funding to create a fully subsidized after-school club for children in grades 4-6 at a local elementary school. In addition to a $16,000 Community Development Block Grant from the

county, this project raised funds from a variety of sources, including direct mail, community organizations such as the American Legion and the Kiwanis, and individual League members. The project was run in cooperation with the local YMCA, and the League also secured an in-kind contribution of drama lessons from the American Association of University Women and received food donations from local markets and fast-food establishments.

The League raised enough money to expand the program to a second site and to continue activities beyond the first year. In addition, the League actively participated in developing the local plan for the new federal Child Care Block Grant monies. One of the project managers was appointed to the County Child Care and Development Council, and 21 percent of the $2.45 million the county will receive has been designated for before- and after-school care for low-income children.

The League in Columbus, Ohio established a community advisory committee to seek funding for the continued operation of its model middle school program. The project succeeded in raising local funds, including a $2,500 contribution from the Columbus City Council and a $4,000 grant from the Columbus Foundation. It also received many in-kind services from youth organizations in the community.

This project experimented with various fees for the program. Initially, the children were charged $5.00 per day. When that proved to be too expensive, the fee was gradually reduced, and was finally settled at a nominal cost of 25 cents per day, which was what targeted families could afford. That meant that the program had to be almost totally subsidized. At the conclusion of its first year, the project was on target in its fundraising and was reaching out to many other sectors of the community for support.

Paying for School-Age Child Care Under a Sliding Fee System

Establishing a sliding fee scale can be an effective way to increase the accessibility of child care to low- and moderate-income families. Under this type of system, families that can afford to pay the full amount are expected to do so, but lower income families are charged an amount based on their ability to pay. The most successful sliding-fee programs have a mix of full tuition and scholarship spaces, so that income can help to subsidize the scholarships. This arrangement also provides an opportunity for children to socialize with others from different socioeconomic backgrounds.

Although some children, such as those targeted in the Columbus program, may need almost full scholarships, experience shows that asking families to pay at least a nominal fee helps to foster participation, responsibility and commitment. For example, in Capistrano Bay, the children were not charged any money for the program, but were asked to bring an empty can for recycling each day as their "admission fee."

Community Education

All of the League projects included a community education component, with five Leagues identifying this as their major goal. Educational vehicles ranged from newspaper articles to public forums, handbooks and resource directories, to public service announcements (PSAs) and videos on school-age child care for parents and others in the community.

Community education supported Leagues' efforts to expand supply, increase or secure funding and improve quality. Community education efforts also were effective in generating increased interest in school-age child care and in bringing together new partners to improve conditions for children and families. Many of the community education activities

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also played an important role in leveraging or securing new funds to support school-age child care from local, state and federal sources—not just for League projects, but for other projects in the community as well.

Through publicity, many of the projects succeeded in making a significant impact on the local area and on surrounding communities. For example, the Utah Office for Child Care cited the Weber County project's effort to bring attention to school-age child care as the best in the state and credited the project with raising the issue on the state's public agenda.

Community education was the single goal of the Washington County, Maryland project. The League chose to educate the public by developing a county child care directory targeting low- to moderate-income families. The directory helped to raise community consciousness about the need for and availability of school-age child care, and the process of compiling the directory helped to foster networking between providers. Both public and private social service agencies were involved in the production and distribution of the directory. As a result, the newly created Western Maryland Resource Center agreed to update the directory periodically.

In several communities with very few existing programs, project managers determined that community education about the need for and benefits of quality school-age child care was a necessary first step. This was particularly true for three of the projects that chose community education as their primary strategy: Moscow, Idaho; Enid, Oklahoma; and the Shoals, Alabama.

Moscow is a small, rural community where there were only three programs serving school-age children, all located in private facilities or public community centers. The League developed a model plan for future school-age care in the city, beginning with a community needs assessment survey

and the establishment of a broad-based, city task force on school-age child care. In forming the task force, the League coordinated a partnership among three major groups: the school district, the city government and the local university. The goal of the task force was to devise an "action plan" for funding and developing additional school-age child care programs in the area.

The project also included community outreach to civic groups and schools, to publicize the need for more school-age child care. Through these community planning and networking efforts, the Moscow League was able to generate broad support for a substantive, long-term strategy to address local school-age child care needs.

The Enid League also targeted community education as its primary strategy, with the expansion of school-age child care spaces as a secondary goal. A League survey in spring 1990 revealed only four licensed providers, with space for approximately 100 children. The League conducted a public information campaign that included newspaper ads, public television programs and forums, and flyers and booklets on school-age child care that were sent to all schools. The League also distributed schedules of summer youth activities and provided information for the parents of kindergarten children on how to select child care.

Tours of school-age child care programs in neighboring areas were a part of the Enid project and several other projects as well. The Leagues involved found that this kind of tour and observation format fostered increased awareness of different approaches for providing quality care.

As a result of the Enid League's public information, networking and coalition-building efforts, six new programs, located in leased public school space and run by the YMCA and YWCA, opened in fall 1991. This represented a 150-percent increase in the number of programs available, and a 200-

percent increase in the number of children served. As a result of the League project, more than half of the elementary schools in Enid will be providing after-school care programs when the new programs become fully operational.

One issue that still must be addressed in Enid is that few low-income families are taking advantage of available programs. As in other communities, continuing efforts are needed to make these families aware of programs and the benefits their children could gain from participating. Clearly, the ability of communities to provide and publicize full or partial tuition subsidies is a crucial factor in increasing the use of programs by those who most need them.

In the Shoals, Alabama project, a major goal was to increase community awareness of the need for and value of providing quality after-school care. The League also wanted to increase knowledge of what parents and children want in after-school programs, and to increase involvement of schools and community leaders in planning for these programs. The project managers decided to focus their efforts specifically on the development of school-based care in the city of Florence, Alabama, which had no programs at public schools. Project activities included conducting a needs survey, coordinating visits by educators to school-based programs in neighboring areas, convening a focus group of community leaders, holding a public forum and producing an informational video on school-age care.

One of the most creative strategies used in the Shoals project was the creation of a "Kids' Council." Children representing each of the six public elementary schools served as "consultants" and gave advice on what they would like to have included in after-school care programs. Two meetings of the Kids' Council were held, with the second meeting videotaped for inclusion in the video.

The Norfolk, Virginia League project also focused primarily on community education. Here the emphasis was the result of the League's discovery that existing school-age child care programs were not being used to full capacity. One of the project goals was to increase the enrollment in existing and proposed programs through parent education, publicity and publication of a school-age child care Resource Guide. The League conducted a needs survey, produced an educational video on the importance of quality care and organized a coalition of providers.

In the process of compiling the Parent's Resource Guide, League project members spoke with all providers in the community. More than 4,000 copies of the guide were printed, including 1,800 copies distributed to parents through the school system. The League explained the project to guidance counselors from all of Norfolk's elementary schools and supplied copies of the guide to each school. Although production of the resource guide required a high initial investment of time, in the long term it increased awareness of the importance and the availability of school-age child care.

Target Populations

In addition to variations in the type of model and strategies used, several projects were distinctive in focusing on a specific target population in need of school-age child care.

Middle School Children

The League in Columbus, Ohio found that its community already had a substantial number of programs for children in grades K-5 but no programs for older children. The League set up the first middle-school-based program in the area, located in a racially diverse, economically disadvantaged neighborhood. The goal of the project was to establish a

quality program for 11 to 13 year-olds which provided a wide variety of activities and experiences, a role for students in decision making, a well defined structure with limits and expectations, and recognition and appreciation of the cultural diversity of the student population.

The program began in early September 1991 with 19 students, and within a week the enrollment had grown to 40. By the middle of September, a total of 80 students had registered for the program and more were coming in every day. Given this rapid expansion, project managers had to reconsider how to provide a high quality, safe and financially stable program. The League reached out to the school and the community by convening a roundtable discussion and was successful in involving community youth organizations, such as the YWCA and 4-H. These organizations agreed to provide on-site staff to run a variety of program activities on a voluntary basis. As the project managers' final evaluation notes, "It is a win-win situation. We can provide a place, a structure and the kids. Our partners can meet their service goals and create a positive image for their organization in the school."

The new program doubled the child care services available for this age group in the Columbus area. Publicity about the program encouraged parents from other schools to push for programs for their middle schoolers, and the League is discussing offering the program at other locations.

It is particularly impressive that the project was able to develop the program at an inner-city school known for racial tensions and drug and violence problems. A school-age child care consultant in the area who provided some technical assistance to the project commented that the program has been "a beacon of hope" in the community, and that "if you can do it at (this school), you can do it anywhere."

Braintree, Massachusetts already had three center-based and two school-based school-age child care programs, but they were all geared primarily for younger elementary school children. The League's project sought to develop after-school care for children aged 9 to 14 in family day care homes. The family-centered model was chosen, in part, because of very restrictive local zoning laws that made it difficult to open new child care centers.

The League initiated efforts to recruit and train family day care providers, to raise scholarships from local businesses to lower the cost of care, and to publicize the new program. However, no children enrolled in the program and only a few small contributions were received for tuition subsidies. According to the League, part of the problem was trying to establish a new service in an area where center-based care was already available and underutilized and where high unemployment had reduced enrollments at all local child care facilities. In addition, some families were reluctant to place older children in a family day care setting, although this model has been successfully used in other communities.

The League redesigned its project and allocated the remaining grant funds to provide specialized equipment and staff training, geared specifically toward activities that attract older school-aged children, at the three existing, center-based programs. While the project was to some extent the victim of difficult economic times, this League's experience illustrates the importance of a careful needs assessment and inventory of available community resources before attempting to develop new services.

Children from Minority Groups

In addition to focusing on the school-age child care needs of children from low- to moderate-income families, several Leagues also chose to target minority children. For example, the Columbus, Ohio project served a racially mixed middle school with a majority of African American students and a large number of children from low-income Appalachian families. The Norfolk, Virginia project also focused on the community's large African American population. The projects in Newark, New Jersey and in Pasadena, California served areas with predominantly African American and Hispanic residents. Two projects—in Capistrano Bay, California and in Highland Park, Illinois—served the specific bilingual and multicultural needs of Hispanic children.

The after-school care club for 4-6th graders begun by the Capistrano Bay League was purposefully located at an elementary school with many Hispanic students. The program was publicized in both English and Spanish, and a bilingual club director was hired. The League was able to establish and sustain this pilot program and in fall 1991 opened a program at a second elementary school with an even higher Hispanic population and a larger number of children from low-income families.

While the Capistrano Bay area has a large number of school-based programs operated by the school district and the YMCA, there was a significant need for subsidized spaces, particularly for minority families. The new, fully subsidized programs created by the League project accommodated at least half of those waiting for these child-care slots in the project's 1990 needs assessment survey.

The Highland Park project had an overall goal of increasing access to school-age child care for the growing Hispanic population in this suburban community near Chicago. To achieve this goal, the League helped an existing after-school program run by the local Park District to develop curriculum and set up a staff training program to increase multicultural sensitivity. The League conducted two cross-cultural training workshops for program staff and invited other providers from across northeastern Illinois.

The project originally planned to hire a bilingual outreach worker to act as a liaison to the local Hispanic community and eventually to become a staff member in the targeted school-age child care program. When this plan fell through, the project was able to redirect its resources to provide training scholarships to several school-age child care staff per-

sons so they could qualify for more senior positions. Bilingual staff were given special consideration for these educational opportunities.

The community School-Age Child Care Fund established by the Highland Park League published its scholarship application forms in both English and Spanish. However, despite several efforts to increase the number of Hispanic families served by local programs through outreach efforts and scholarship assistance, none of the six tuition scholarships provided by the fund went to this group. Two African-American children did receive support. Although the limited scholarship assistance available may have been a factor, the project managers concluded that there is a need for increased community outreach if low-income, minority groups are to be served effectively.

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Conclusions

The 15 projects were very successful, especially given the relatively small amount of money each received. Leagues that received the top grants and those that received the smaller grants were equally successful in reaching their goals.

In the final evaluations, the League project managers and the outside observers for each project were asked to identify the project activities that were the most effective. They also were asked which aspects were least successful and how these could have been improved.

Staff Training

The ability of a school-age child care program to recruit and retain well trained staff has a direct effect on its success in ensuring and maintaining quality programming for the children in its care. Several project managers and outside observers noted that their projects had difficulty in locating and retaining trained, qualified child care staff, an effort that often was inhibited by local school or union rules or administrative issues. In one project, attempts to serve special needs students were stymied because legal requirements could have forced the schools to provide similar services free of charge to any disabled student.

Where programs require bilingual staff, such as in Capistrano Bay, this problem was further exacerbated. While higher salaries and increased hours could alleviate these problems to some extent, preservice training might have identified potential problem areas and ensured that the staff hired for the programs had the necessary skills. Several

League projects did focus on providing training opportunities to community school-age child care providers, but in several projects, more attention could have been given to the specific preservice training needs of staff.

Coalition Building

Several Leagues noted that a one-year time frame was too short to accomplish the complex task of organizing a community to effect meaningful change. As one project manager observed, it often takes two years to build the relationships necessary for a successful coalition that will last beyond the initial impetus of outside funding.

Leagues were successful in involving many other community groups in their school-age child care efforts, often creating new task forces and coalitions or breathing new life into existing organizations. The range of outside groups involved included schools and other public agencies, colleges and universities, and business and service organizations. Some projects were successful in involving parents in the planning process or in serving on advisory boards, and at least one project included children as important participants in the process of developing program plans.

Several projects succeeded in bringing together a variety of school-age child care providers who had no access to support networks or resources and often competed for the same funds. Since the League was not a provider of direct services and was seen has having no vested interest, it could play a key role as a mediator and convener of disparate groups.

In selecting the local projects, the LWVEF sought out Leagues to serve as catalysts in increasing school-age child care, by coordinating the necessary people and resources to allow their communities to continue the projects beyond the duration of the grants.

The power of the Leagues in making so much happen in a relatively short period of time and with relatively few dollars lay in their knowledge of the community and their ability to bring together diverse segments of the community in a concerted effort to address important issues.

Needs Assessment

The experience of Leagues that were not able to implement their plans fully illustrates the importance of assessing the supply of existing school-age child care and whether the proposed program design will appeal to the target population. Assessing the political and fiscal climate in the community also is important before attempting to design and implement school-age child care projects.

Community Support

There is little question that almost all of the projects will have long-term effects on the communities involved and, in some instances, on communities throughout their state. New pilot programs have been started and continued into a second

year. In several cases, the League project acted as a catalyst to bring increased school-age funding and program development to the larger community. League publicity efforts, conferences, surveys, public forums and publications have resulted in heightened awareness of the importance of quality school-age child care.

Most of the projects were able to effectively leverage resources to achieve their goals of community education, increased funding and supply. The projects demonstrated how important it is to make full use of available community resources rather than trying to reinvent the wheel, to be able to redirect efforts when it becomes clear that a planned approach is not successful, and to involve all segments of the community in efforts to improve the quality of care.

The LWVEF project enabled the 15 local Leagues to serve as catalysts for the development of affordable, quality school-age child care programs. It also succeeded in training a cadre of League members and other community volunteers to serve as advocates on behalf of school-age child care in their communities. Many children and families in those communities and beyond will be the beneficiaries of these efforts.

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A Guide to Community Action

The need for affordable, quality school-age child care programs in communities throughout the country far exceeds the currently available supply. The League of Women Voters Education Fund's School-Age Child Care Project demonstrated that volunteer organizations can make an impact in local communities by:

- Educating parents, teachers and public officials about school-age child care needs and benefits;
- Bringing together interested community groups to develop public/private partnerships for the provision of school-age care;
- Serving as catalysts in starting or expanding the supply of school-age child care programs;
- Helping providers to improve the quality of existing and future school-age programming, through staff training and program evaluation;
- Exploring funding resources for program start-up funds, operating expenses and tuition subsidies for low-income families.

Often, the idea for a project to expand school-age child care begins with just a few individuals, who may not be aware that others share their concerns. It is important to reach out to as many interested persons and organizations as possible in planning a community project. The more diverse the planning group becomes, the greater the likelihood that the proposed project will effectively serve the needs of all segments of the community.

Whether your group decides to start a project or to build on an existing program, your efforts will be more successful if you begin with a thorough needs assessment, develop a concrete and realistic plan of action and periodically review your plans, modifying them as needs and conditions change.

The following basic planning steps for starting or expanding a school-age child care program were developed by the School-Age Child Care Project of the Wellesley College Center for Research on Women.

1. ***Form a Task Force or Coalition***
   Identify individuals and organizations that have the knowledge, skills, interest and commitment to work with you on developing and implementing your project. Don't try to solve the problem on your own. Contact educators, parents, youth organizations, child care providers, civic groups, etc. Make sure that all key players are included and that the group reflects the demographics of your community. Organize an initial planning meeting.

2. ***Conduct a Needs Assessment Survey***
   Design a survey of existing school-age child care programs in your community, in order to understand the available supply. Include information on the number of available spaces, tuition fees, transportation, zoning and licensing laws, and numbers on program waiting lists. Also survey parents, teachers and children to determine unmet needs for care, and contact the U.S. Census Bureau and local government and child care resource and referral agencies for demographic data.

3. ***Look at Community Resources***
   Explore potential community resources for both financial and in-kind support of your project. In order to maximize your resources, consider ways to collaborate with individuals, businesses, schools, parks and recreation centers,

child care providers, churches and synagogues, community organizations, foundations and public agencies. Be sure to raise funds for scholarship assistance, so that low-income children can be served in your program.

4. ***Set Your Goals and Strategy***

   Determine whether both the needs and available resources are sufficient for starting your project. Decide whether to build on an existing program or to start a new one. Whenever possible, use existing resources and programs.

5. ***Design Your Program***

   Develop a philosophy and set realistic goals. Consider the developmental needs of school-age children and the needs of working parents. Decide what population the program will serve, the days and hours of operation, the location, how children will get to and from the program, what administrative model to use, who will staff it, what the start-up and operating costs will be, and how to secure future funding. Make sure to consider quality in selecting staff and designing age-appropriate curriculum. Involve children in the planning process. Remember: kids vote with their feet! They must be allowed to choose their activities.

6. ***Gain Approval***

   Determine who needs to authorize your plan, and identify key decision makers who can facilitate the process. Build the support of parents and educators, and cultivate a relationship with the media to provide visibility for your project.

7. ***Publicize the Program***

   School-age child care programs can only be successful if they are sufficiently enrolled, so keep people informed about your program. Arrange meetings with parents, send flyers home with school-children, put up posters, have an open house, develop and distribute program brochures and a newsletter, and write newspaper articles, press releases and public service announcements.

8. ***Enroll Children in the Program***

   Develop and implement enrollment policies, including admissions procedures, fees, medical care, insurance, licensing, transportation, and so on. Be sure to make provisions for tuition assistance for low- to moderate-income families and develop an application procedure for financial aid.

9. ***Begin Operation***

   Congratulations! You are ready to start your program. Give recognition to your staff, your task force and your supporters for a job well done. Open your doors and don't be discouraged if your start is a small one. Remember that it takes time for a new program to reach capacity enrollment. Word-of-mouth among both children and parents will be your greatest asset in building support for your program.

The resources listed in the next section should be helpful in developing your project. Remember also to seek out available resource materials and persons in your local community.

By planning carefully and developing a mechanism for ongoing evaluation of your project, you can help to ensure that school-aged children are cared for in a safe, interesting environment during their nonschool hours.

Resources

Activities for School-Age Child Care
Barbara Blakley et al. 1989
92 pages. $6.00
National Association for the
Education of Young Children
1834 Connecticut Avenue, NW
Washington, DC 20009-5786
202-232-8777 or 1-800-424-2460

Child Care Information Exchange
Roger Neugebauer, editor
Six issues per year. $35.00
Also, Reprint #101
School-Age Day Care
Child Care Information Exchange
P.O. Box 2890
Redmond, WA 98703
206-883-9394

Day Care USA
Twice-monthly newsletter
$229 per year
United Communications Group
11300 Rockville Pike, Suite 1100
Rockville, MD 20852
301-816-8950 ext 223

Developmentally Appropriate
Practice in Early Childhood
Programs Servicing Children
From Birth Through Age Eight
Sue Bredekamp, editor. 1987
60 pages. $5.00
National Association for the
Education of Young Children
1834 Connecticut Avenue, NW
Washington, DC 20009-5786
202-232-8777 or 1-800-424-2460

Employer Supported Child Care
Investing in Human Resources
Sandra L. Burud, et al. 1984
$16.95 plus $3.50 shipping
Greenwood Publishers Group
88 Post Road West, P.O. Box 5007
Westport, CT 06881
203-226-3571

4-H School-Age
Child Care Reporter
Quarterly newsletter
SACC Centers for Action
11477 E Avenue
Auburn, CA 95603
916-889-7385

Getting Started: School-Age Care
Technical Assistance Papers
A series of seven papers
70 pages. $10.00
Save the Children
Child Care Support Center
1447 Peachtree St., NE, Suite 700
Atlanta, GA 30309
404-885-1578

The Hours We Can't Be Home
Developing a School-Age Child Care
Program - A Handbook for Parents
Carole Eller, et al.
$5.00 plus $2.00 shipping
Collaboration for
Connecticut's Children
60 Lorraine St.
Hartford, CT 06105

National Network for
Child Care Implementation
Children's Defense Fund
25 E Street, NW
Washington, DC 20001
202-628-8787

Report on School-Age Child Care
Monthly newsletter. $152 per year
Business Publishers, Inc.
951 Pershing Dr.
Silver Spring, MD 20910-4465
301-587-6300 or 1-800-BPI-0122

Safe at Home, Safe Alone
Cynthia Dee Buchanan, Peg Paul and
Dr. Thomas J. Long
1985. 64 pages. $3.95
Educational Challenges, INC.
1009 Duke St.
Alexandria, VA 22314
703-683-1500

School-Age Child Care Technical Assistance Papers
1990
Office of Child Care Coordination
Maine Department of Human Services
State House Station #11
Augusta, ME 04333
207-289-5060

School's Out
Joan Bergstrom 1990
330 pages $13.95
Ten Speed Press
P.O. Box 7123
Berkeley, CA 94707

Special Stresses of School-Age Child Care Work
$ 50
Child Care Employee Project
6536 Telegraph Ave., Suite A-201
Oakland, CA 94609
510-653-9889

Staff Training for School-Age Child Care Professionals A Workbook for Teaching Staff
Sue Lawyer-Tarr 365 pages
3-ring binder $34.95
The Clubhouse Press
1906 South Boston
Tulsa, OK 74119
918-742-2622 or 918-582-5599

The State of America's Children, 1991
170 pages
Children's Defense Fund
25 E St., NW
Washington, DC 20001
202-628-8787

Work and Family Resource Kit
U.S. Dept. of Labor
Office of the Secretary
Women's Bureau
200 Constitution Ave., NW
Washington, DC 20210
202-523-4486

YMCA School-Age Child Care, Vol. II
1991 256 pages $63.00
YMCA of the USA
Program Store
P.O. Box 5077
Champaign, IL 61825
217-351-5077

Center for Early Adolescence
University of North Carolina
Suite D2, Carr Mill Town Center
Carrboro, NC 27510
819-966-1148

3:00 to 6:00 P.M.: Planning Programs for Young Adolescents (Curriculum)
Dorman Gayle 1985
351 pages $140.00 or $185.00
3:00 to 6:00 P.M.: Programs for Young Adolescents
Leah Lefstein, et al. 1986
173 pages $17.00
3:00 to 6:00 P.M.: Young Adolescents at Home and in the Community
Leah Lefstein, et al. 1982
92 pages $7.00

Project HOME SAFE
AIS-Whirlpool Corporation
P.O. Box 405
St. Joseph, MI 49085

*Developmentally Appropriate Practice in School-Age Child Care Programs.**
Edited by Kay M. Albrecht and Margaret C. Plantz 1991 45 pages
*Matching School-Age Child Care with Your Child's Needs.**
1991 17 pages
*Quality Criteria for School-Age Child Care Programs.**
Edited by Kay M. Albrecht
1991 39 pages
*The above publications are free but limited to one each

School-Age NOTES
PO BOX 40205
Nashville, TN 37204
615-292-4957

Before and After School Programs: A Start-Up and Administration Manual
Mary McDonald Richard
1991 83 pages $24.95
Early Childhood Programs and the Public Schools
1989 300 pages $17.95
Half a Childhood: Time for School-Age Child Care
Judith Bender, et al. 1984
107 pages $7.95
Kids Club: A School-Age Program Guide for Directors
Linda G. Sisson 1990
55 pages $12.95
New Youth Challenge - A Model for Working with Older Children in School-Age Care
1988 $12.95
School-Age NOTES
Monthly newsletter $19.95

School-Age Child Care Project
Wellesley College
Center for Research on Women
Wellesley, MA 02181
617-235-0320 ext. 2500

Afterschool Arrangements in Middle Childhood: A Review of Literature
SACC Action Research Paper #2
Beth Midzik Millen and Fern Marx
1990 39 pages
City Initiatives in School-Age Child Care
SACC Action Research Paper #1
Ellen Gannett 1990
18 pages $5.25
No Time to Waste: An Action Agenda for School-Age Child Care
Michelle Seligson and Dale B. Fink
1989 84 pages $6.95

A Resource Guide for School-Age Child Care
Kathryn A. Wheeler 1991
20 pages $10.00
School-Age Child Care in America: Findings of a 1988 Study
SACC Action Research Paper #3
1990 34 pages $7.00
School-Age Child Care: An Action Manual
Ruth Kramer Baden, Andrea Genser, James A. Levine and Michelle Seligson
1982 486 pages $21.95
School-Age Children with Special Needs: What Do They Do When School's Out?
Dale Fink 1988
149 pages $12.95

Wellesley College
Publications
Center for Research on Women
Wellesley, MA 02181
617-235-0320

After School Programs for Low-Income Young Adolescents: Overview and Program Profiles
Working Paper No. 194 Fern Marx
1989 55 pages
$5.00 plus $2.00 shipping
School-Age Child Care in America: Final Report of a National Providers Survey
Working Paper No. 204
Fern Marx 1990 47 pages
$6.00 plus $2.00 shipping

Organizations

American Child Care Foundation, Inc.
1801 Robert Fulton Drive, Suite 400
Reston, VA 22091
(703) 758-3583

A nonprofit organization dedicated to increasing quality, affordable child care. Holds annual training and networking conference on SACC.

Association for Childhood Education International
11501 Georgia Avenue, Suite 315
Wheaton, MD 20902
1-800-423-3563

Membership organization concerned with children from infancy through adolescence. Publishes journal, ACEI Exchange.

The Boys' and Girls' Club of America National Headquarters
771 1st Avenue
New York, NY 10017
212-351-5900

SACC provider.

Campfire Boys and Girls National Headquarters
4601 Madison Avenue
Kansas City, MO 64112
816-756-1950

SACC provider.

Center for Early Adolescence University of North Carolina at Chapel Hill
Suite D2, Carr Mill Town Center
Carrboro, NC 27510
919-966-1148

Child Care Action Campaign
330 7th Avenue, 18th Floor
New York, NY 10001
212-239-0138

Promotes increased availability of quality, affordable child care, and tracks implementation of federal child care laws. Publishes newsletter, Child Care Action News.

Child Care Employee Project
6536 Telegraph Avenue, Suite A-201
Oakland, CA 94609
510-653-9889

Resource and advocacy group which strives to improve child care quality through better wages and working conditions for child care staff.

Child Care Law Center
22 Second St., 5th Floor
San Francisco, CA 94105
415-495-5498

Offers resources and assistance on family day care zoning.

Children's Defense Fund
25 E Street, NW
Washington, DC 20001
202-628-8787

National advocacy group that does research and education on many child welfare issues, including SACC. Publishes journal, Opportunities for Prevention: Building After-School and Summer Programs for Young Adolescents.

Education Development Center
55 Chapel Street, Suite 200
Newton, MA 02160
617-969-7100

4-H Clubs National 4-H Council
7100 Connecticut Avenue
Chevy Chase, MD 20815
301-961-2800

SACC provider.

Girls Inc.
National Office
441 West Michigan Street, 2
Indianapolis, IN 46202

SACC provider

National Association for the Education of Young Children
1834 Connecticut Avenue, NW
Washington, DC 20009-5786
202-232-8777 OR 1-800-424-2460

An association of early childhood educators that provides educational services and resources to child care professionals working with children from birth through age 8. Operates nationally recognized accreditation system for SACC programs.

National Association of Elementary School Principals
1615 Duke Street
Alexandria, VA 22314
703-684-3345

Provides information, contacts, and spokespersons in every state on issues in preschool and K-8 education. Collaborating with Wellesley SACC Project on 3-year SACC training project.

National Association of Child Care Resource and Referral Agencies
2116 Campus Drive SE
Rochester, MN 55904
507-287-2220

Publishes a directory of child care resource and referral agencies throughout the United States.

National School-Age Child Care Alliance
111 East North Street
Eureka, MO 63025

Association of SACC professionals supporting expansion of quality SACC programs.

Project HOMESAFE
American Home Economics Association
1555 King Street
Alexandria, VA 22314
703-706-4600 OR 1-800-252-SAFE

Promotes both greater access to SACC and training and materials for self-care.

Save the Children
Child Care Support Center
1447 Peachtree St., NE
Suite 700
Atlanta, GA 30309
404-885-1578

Operates a child care resource and referral program to help start and improve child care programs, including SACC programs.

School-Age Child Care Project
Wellesley College
Center for Research on Women
Wellesley, MA 02181
617-235-0320, ext. 2500

Conducts research, and provides technical assistance, training and evaluation of SACC programs. Provides publications, videos and other resources on SACC.

Women's Bureau
U.S. Department of Labor
Clearinghouse on Work and Family
200 Constitution Ave., NW
Washington, DC 20210
202-523-4486

Offers resources and information on SACC programs.

YMCA of the U.S.A.
101 N. Wacker Drive
Chicago, IL 60606
312-977-0031

SACC provider